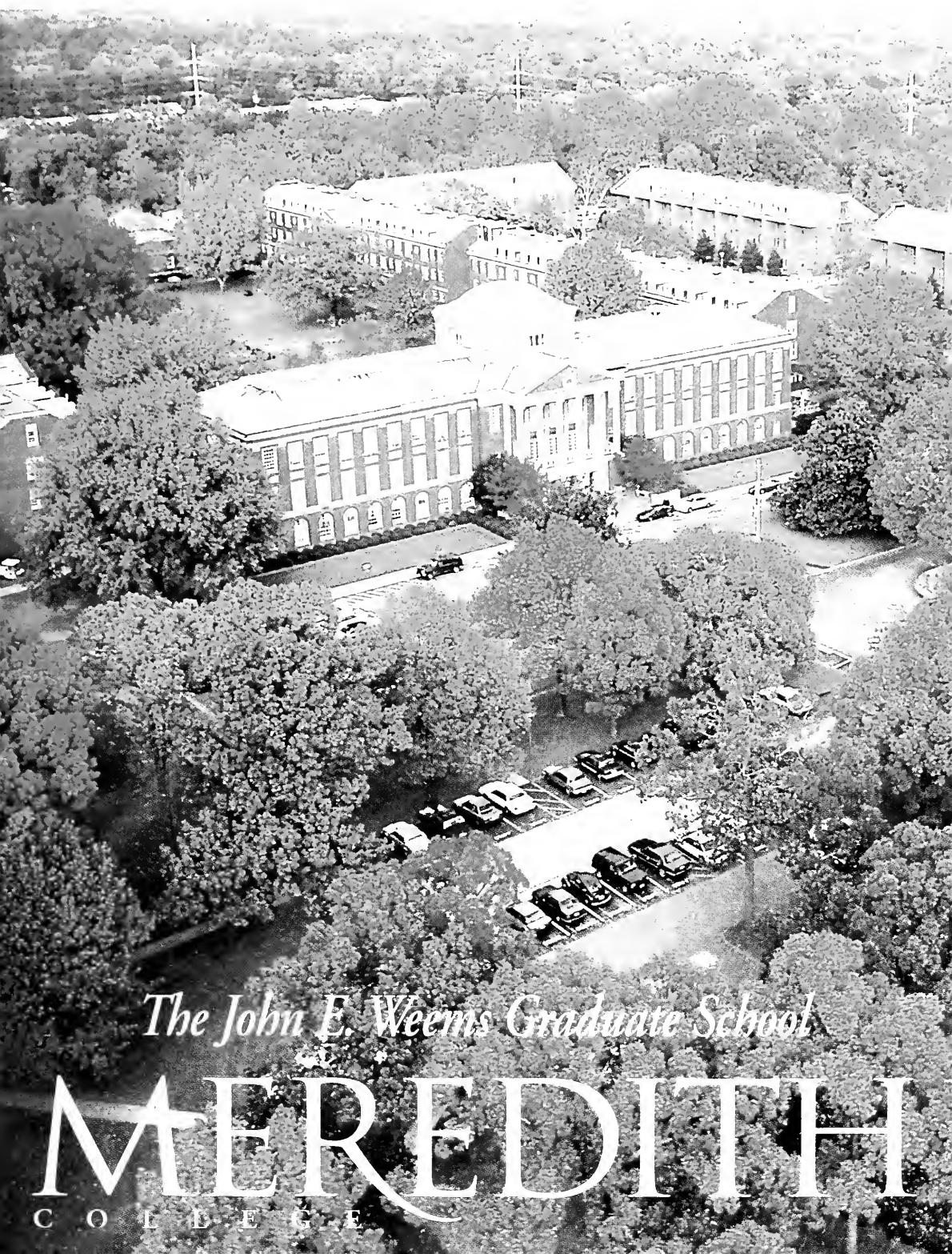


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# GRADUATE CATALOGUE



*The John E. Weems Graduate School*

**MEREDITH**  
COLLEGE



*The John E. Weems Graduate School  
of  
Meredith College*

GRADUATE SCHOOL  
CATALOGUE

VOLUME 4

*1994-1996*

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Requests for Graduate School Catalogues  
should be sent to:

*The John E. Weems Graduate School  
Meredith College  
3800 Hillsborough Street  
Raleigh, North Carolina 27607-5298*

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## PRESIDENT'S MESSAGE

*Dr. John E. Weems*

**I**F THIS CATALOGUE IS YOUR introduction to Meredith, its message — and mine — is to welcome you to this remarkable institution. The College is remarkable in many ways, one of which is her mission, as based on the vision of her founders and the aspirations of her first faculty and administration. “It is the aim of the university,” declared the administration of 1899, “to furnish the young women of the South educational advantages equal in excellence and personal value to those enjoyed by the opposite sex at as moderate cost as possible.”

Unlike other institutions of its day which were dedicated to the education of women, Meredith was not preparing dilettantes to entertain friends on a Sunday afternoon in the front parlor; rather it was preparing its young women to make a substantial contribution to

society and to assume leadership positions along side their male counterparts.

The John E. Weems Graduate School fulfills the mission of the College by encouraging academic inquiry, providing opportunities and facilities for advanced study and research, and developing professional specializations.

The aspirations of today’s faculty and administration indicate a strong commitment to the ideals of their predecessors. We are, as we have been, unabashedly ambitious to be great. We have proven that we can and will provide the latest methods, newest techniques, and highest technologies to accomplish our mission. Our commitment to quality is strongly reaffirmed and supported by every means we have at our disposal.

We look forward to the Graduate School’s future with excitement, imagination and energy.



## CAMPUS MAP

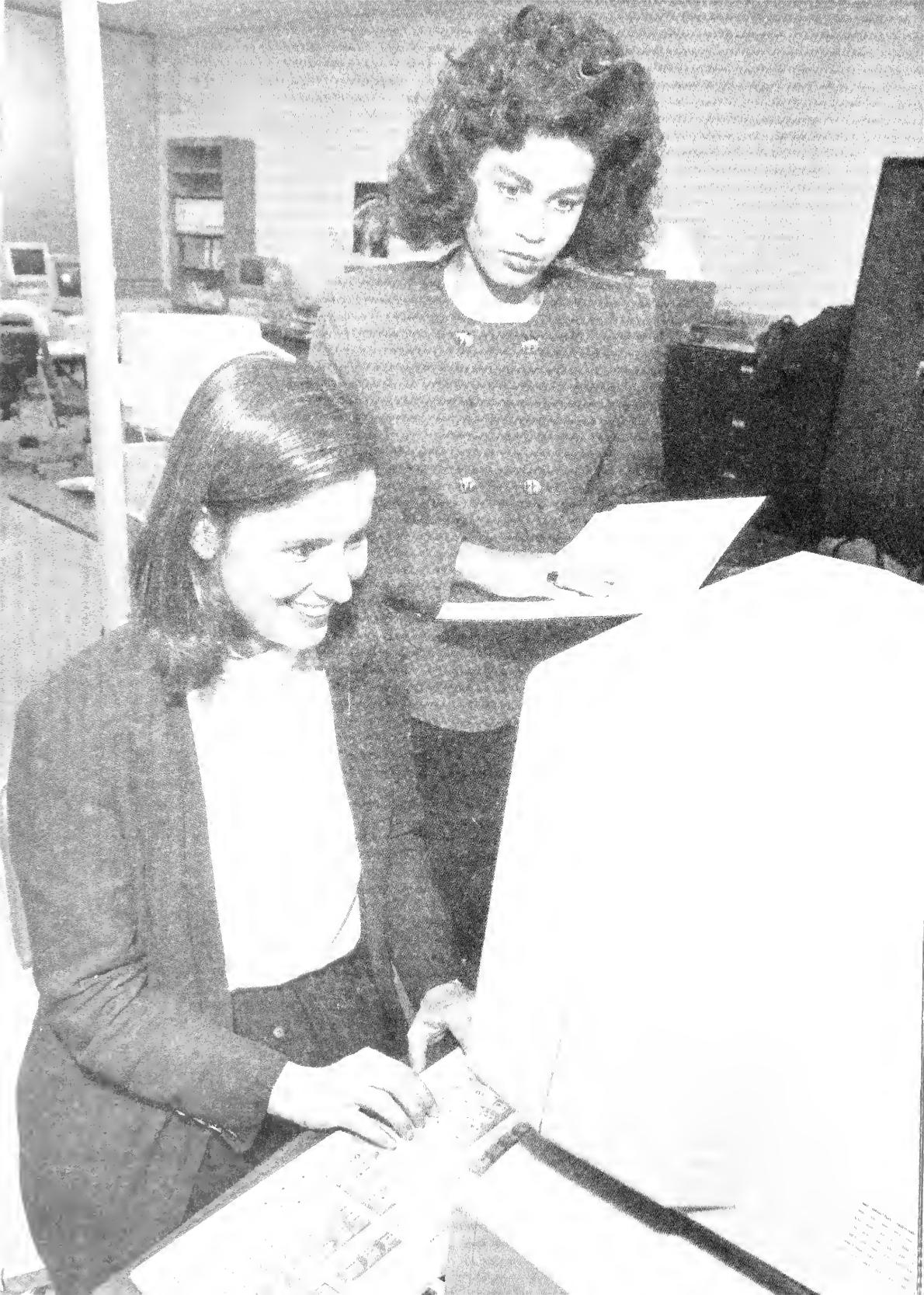
1. Massey House (President's Home)
2. Soccer Field
3. Weatherspoon Physical Education and Dance Building
4. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
5. Cate Student Center (and Kresge Auditorium)
6. Tennis Courts
7. Ellen Brewer House (Home Economics Resources Management)

8. Hunter Hall (Science, Home Economics)
9. Mary Yarbrough Research Center
10. Carlyle Campbell Library
11. Shearon Harris Business Building
12. Softball Field
13. International House
14. Carroll Health Center and Residence Hall
15. Joyner Hall (Liberal Arts)
16. Mae Grimmer Alumnae House
17. Hubert F. Ledford Hall (Psychology, Education, Sociology and Social Work)



- 18. Stringfield Residence Hall
- 19. Vann Residence Hall
- 20. Christine and Seby Jones Chapel
- 21. Campus Security
- 22. Maintenance Shop
- 23. Belk Dining Hall and Wainwright Conference Suite
- 24. Johnson Hall (Administration)
- 25. Guard House
- 26. Faircloth Residence Hall
- 27. Brewer Residence Hall

- 28. Jones Hall (Auditorium, Studio Theater, Drama, Writing Center, Continuing Education and the John E. Weems Graduate School)
- 29. Poteat Residence Hall
- 30. Barefoot Residence Hall
- 31. Heilman Residence Hall
- 32. Harriet Mardre Wainwright Music Building (and Carswell Concert Hall)
- 33. Elva Bryan McIver Amphitheater and Meredith Lake



# GENERAL INFORMATION

## *Purpose*

The purpose of the John E. Weems Graduate School is to provide excellence in graduate education, and to support research and scholarly activities. Congruent with the undergraduate purpose of the College, graduate programs seek to educate women under Christian auspices and within a Christian context. Specific goals include:

- (1) To emphasize integrity in scholarship and personal relationships;
- (2) To emphasize values, ethics and excellence in graduate education and scholarly work;
- (3) To promote cultural diversity and intellectual collegiality;
- (4) To attract, develop and retain a faculty who strive for excellence in teaching, scholarship and artistic performance.

At Meredith College, graduate study is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual educational goals.

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout its history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith's graduate programs represent an

extension of its mission as an undergraduate Christian college for women. Programs provide curricula and instruction for the continuing professional development of women in the fields of business, education and music.

## *Accreditation*

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the National Council for Accreditation of Teacher Education. The College is a member of the American Association of Colleges, the North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

## *History*

Graduate programs are a part of the rich heritage of Meredith, a college which began with an idea at the 1835 session of the State Baptist Convention. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the 1835 committee for a women's college and was a member of subsequent committees that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature.

By 1899 it had matured sufficiently to accept students. In addition to its role as an undergraduate institution, it offered the master's degree

from 1899 to 1915. In 1909 it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. The campus, first located near the capitol of North Carolina, was moved to its present west-Raleigh site in 1926. The College has grown from the single building in downtown Raleigh that was Baptist Female University to a 225-acre campus.

Since the fall of 1983, the College has offered master's degrees in Business Administration, Elementary Education, and Music. In 1988, the Graduate Studies Program at Meredith was renamed the John E. Weems Graduate School of Meredith in honor of the seventh Meredith President who was instrumental in the establishment of the graduate program.

### *Student Services*

#### *Student Life*

Graduate students at Meredith are an important dimension of campus life. Lectures, concerts, worship services, convocations, and special events are open to all graduate students.

Cate Center, a modern facility which serves as the student center, provides a study and meeting area. Located in the Fireside Lounge, the area offers graduate students the convenience of a telephone, as well as a bulletin board for announcements and information. Also in Cate Center is Traditions, where students can purchase traditional "fast foods" as well as healthful meals and snacks. The Personal Growth and Counseling Center offices offer graduate students opportunities for group and personal counseling as well as resource materials.

Belk Dining Hall, the College cafeteria, is available to graduate students and serves three meals a day: breakfast 7:15-9:15 a.m.; lunch 11:00-1:15 p.m.; dinner 4:30-6:15 p.m.

Carroll Health Center serves as a resource center for information on health and offers the services of a registered nurse 24 hours a day in the case of emergencies.

Recreational facilities available include the indoor swimming pool and weight room in Weatherspoon Gymnasium and lighted tennis courts adjacent to the gymnasium.

Jones Chapel is the setting of regular and special seasonal programs of worship. The campus minister and his staff are available to students for counseling.

#### *Student Identification*

Students are required to have I.D. cards to check books from the library, make copies, and use Meredith facilities.

#### *Library*

The Carlyle Campbell Library has a collection of over 144,000 catalogued volumes and over 770 current periodicals. A computerized bibliographic retrieval system provides direct assistance for graduate research. The Music Library is located in the Wainwright Music Building.

#### *Career Services*

The Meredith College Office of Career Services offers a variety of services for graduate students. Located in Cate Center, the purpose of the Career Services office is to facilitate the career development of the Meredith community through relevant programs, counseling, resources, and educational activities. The office assists students in career exploration, employment assistance, cooperative education, and resource information.

#### *Due Process*

Students who are experiencing problems with a grade or other aspects of a course should first discuss the matter with her professor. It is the professor's responsibility to fully explain all grades and requirements of the course. If the problem is not resolved, the student or professor should

consult the department head. Should further action be required, the matter should be discussed with the Dean of the Graduate School.

### ***Faculty/Administration***

The faculty at Meredith provides the momentum through which the College functions. Faculty members study, encourage learning, advise students, engage in research, publish and exhibit their work, perform, serve on committees, and help establish the academic policies of the College. They are also active in the Raleigh community.

In addition, Meredith, by its location, has the opportunity to supplement its faculty with expertise from the business, governmental, educational, and cultural resources directly accessible to Raleigh.

#### *Administration 1993-94*

John Edgar Weems, Ed.D. (1972)  
*President*

Craven Allen Burris, Ph.D. (1969)  
*Vice President and Dean of the College*

Mary S. Johnson, Ed.D. (1980)  
*Dean of Graduate School*

Donald L. Spanton, Ph.D. (1983)  
*Head, Department of Business and Economics*

Sandra Hanner, M.B.A. (1987)  
*Coordinator of the M.B.A. Program*

W. David Lynch, D.M.A. (1969)  
*Head, Department of Music*

James C. B. Fogle, Ph.D. (1976)  
*Coordinator, Master of Music*

Gwendolyn Clay, Ph.D. (1985)  
*Head, Department of Education*

### ***Degrees Offered***

Meredith offers the graduate degrees of Master of Business Administration, Master of Education in Elementary Education, and Master of Music (education, performance and pedagogy). The curriculum is designed to introduce students to the latest in technology, to explore new concepts and media, and to develop new techniques in research and performance. Students have the opportunity to tailor certain parts of their program to meet individual needs.

### ***Non-Discriminatory Policy***

Meredith College does not discriminate in the administration of its educational and admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in access to its programs and activities on the basis of race, creed, national or ethnic origin, age or handicap.

### ***Honor System***

Founded upon the premise that dishonesty of any nature has no place at Meredith, the honor system demands personal integrity of each student. The honor system, through the spirit of the community it engenders, encourages freedom and trust essential to intellectual growth and maturity.

### ***Honor Code Policy***

#### **STATEMENT OF HONOR**

The John E. Weems Graduate School is committed to affirming in each student a sense of personal honor and responsibility to the community of scholars with whom she works. Honesty and forthrightness are essential to this commitment.

Recognizing the traditions of honor at Meredith College and the John E. Weems Graduate School, a graduate student must be honorable in her work and actions. In particular,

she must refrain from cheating, stealing, lying or plagiarizing.

### VIOLATIONS

Any dishonorable action will be regarded as a violation of this commitment. A student who violates the honor system has an obligation to report herself to the proper authorities. If she is aware of a violation by another student, she should call that student's attention to the violation and ask that she turn herself in. If the student refuses, the observer must decide on the basis of her conscience whether or not to report the student who she believes has violated the honor code.

### PROCEDURES

1. A student should report herself or be reported to an instructor or the coordinator of her graduate program. In addition, an instructor who observes a student in violation of the honor code should confront the student.
2. Upon receiving such a report or making such an observation, the instructor should notify the Dean of the John E. Weems Graduate School.
3. The Dean will convene a Graduate Honor Council composed of a member of the Graduate Student Advisory Committee, a faculty member, and a member of the Graduate Studies Committee. The Dean will not sit on the Graduate Honor Council. The Graduate Honor Council will hear the facts of the case from the accused, the accuser (if any), and the instructor. The Graduate Honor Council recommends penalties, if any, and reports them to the Dean.
4. The Dean will notify the accused student of the findings of the Graduate Honor Council and ensure that any penalties are enforced.
5. If she wishes, the student may appeal the ruling to the Dean within 48 hours of notification of the decision.

6. Should the student wish to appeal further, she may do so within 48 hours to the Vice President and Dean of the College. Final appeal may be made within 48 hours to the President of the College whose ruling is final.

*NOTE: Penalties resulting from cases involving academic dishonesty do not preclude the right of the professor to levy any academic penalty she/he shall deem appropriate.*





# ADMISSIONS

## *Admission Procedure*

The graduate programs operate on a continuous admissions procedure; however, for admission to a program, an applicant's file must be complete by Aug. 1 for fall admission, Dec. 1 for spring admission, and May 1 for summer admission.

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the particular graduate programs offered. Each applicant is evaluated on the basis of her baccalaureate-level preparation, undergraduate quality point ratio, letters of reference, standardized test scores, and other criteria established by the departments offering graduate programs.

Application materials as prescribed by each program should be submitted to the John E. Weems Graduate School. A \$25 non-refundable application fee must accompany all graduate applications. A \$15.00 fee is charged for Post-Baccalaureate Student applications. Six semester credit hours is considered full time in each of the graduate programs.

Applications may be obtained by writing or calling:

The John E. Weems Graduate School  
 Meredith College  
 121 Jones Building  
 3800 Hillsborough Street  
 Raleigh, North Carolina 27607-5298  
 Telephone: (919) 829-8423  
 Fax: (919) 829-2898

## *Regular Admission*

An applicant fully qualified by departmental admissions criteria is granted regular admission. A student's regular admission status is terminated

if requirements for the degree are not completed within six years.

## *Provisional Admission (M.B.A. and Music Programs)*

The applicant who does not fully meet departmental admissions criteria may be granted provisional admission if she achieves grades of B or better on her first six hours of graduate work at Meredith and meets other conditions established by the department in which the degree is offered.

A student granted provisional admission who does not make at least B grades on her first six hours of graduate work or who fails to meet other departmental conditions will be dropped from the program. A student who is granted provisional admission because she lacks program prerequisites may be granted regular admission status after she meets the prerequisites. All prerequisites must be completed with a grade of C or better.

Provisional status is limited to two calendar years. If a student fails to qualify for regular admission within two years, she will be dropped from the program. A student who is dropped from the program or denied regular admission by the department may appeal this decision to the Dean of the Graduate School.

## *Post-Baccalaureate Study Admission*

A student with a bachelor's degree from a regionally accredited college or university may enroll in graduate courses without being admitted to a degree program. No more than 6 hours taken in this manner may be applied toward graduate degree requirements.

A person who applies for post-baccalaureate

admission must submit a post-baccalaureate application form and have official transcripts from all colleges and universities she has attended sent directly from the college or university to the John E. Weems Graduate School.

A student who applies for admission and is accepted for a particular semester must notify the Dean of the Graduate School or her adviser one week before the beginning of the semester if she wishes to delay admission to a later semester. If an applicant has not enrolled within one year, she will be informed in writing that her application will be purged from the files.

### *International Students*

Except in cases where English is her native language, the international applicant must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). These scores must not be over one year old, unless the student has been enrolled full time in an accredited American college or university during the interim. Meredith College does not accept personal copies of score results; they must come directly from the Educational Testing Service. The TOEFL Bulletin of Information is available at American embassies and consulates, or can be obtained by writing: TOEFL, CN 6155, Princeton, New Jersey 08541-6155.

An international student must also present copies of the following forms to the Graduate Office:

1. Passport
2. Visa\*
3. Arrival/Departure Record (if applicable)
4. I-20 ID if applicable
5. Alien Registration Number (Permanent Resident only)
6. Financial statement showing resources for a two-year period

\* If an applicant holds an F-1 visa, she must list the school or college she has permission to attend and submit a copy of her current I-20 form. The College

*will assist her in the preparation of a new I-20 form, if applicable. Admission of a foreign student who requires an F-1 Visa will be conditional until the proper Visa is obtained.*

Meredith College requires official college transcripts; personal copies of transcripts are not accepted. The student must request the registrar of each institution at which she has enrolled, to send an official transcript to the attention of the Graduate School Office.

An international student who is academically admissible will be required to give proof of financial responsibility for her education.

### *Visiting Students*

Each visiting student must submit a post-baccalaureate application and a letter from the school to which she plans to transfer the credit stating that she has permission to take specific courses at Meredith. In addition, the visiting student must request that the Registrar at Meredith to send a copy of her transcript to her school when she completes her courses.

### *Cooperating Raleigh Colleges (CRC) Credit*

Meredith, Peace, St. Augustine's and St. Mary's Colleges, North Carolina State University and Shaw University form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement, Meredith graduate students may take courses at any of the other five campuses.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser. Except under unusual circumstances, approval will be given only for those courses not available at Meredith. The Dean of the Graduate School will receive written appeals from students whose requests have not been approved by the

persons designated above. The maximum number of graduate credits a student may take through CRC to fulfill degree requirements is six.

Prerequisite courses may also be taken through CRC with the approval of the student's adviser.

### ***Costs***

Charges for graduate courses are published each semester in the registration information.

Additional charges are added for certain applied music lessons in the Master of Music program.

### ***Parking***

A student parking on campus is required to have a parking sticker. A decal may be purchased for the academic year (August to August) at the time of registration or in the campus security office. Spaces on the south side of Harris Hall are available for graduate students, and other spaces are available near Wainwright Music Building adjacent to the Meredith Lake. A sticker will permit parking in any space marked "commuter."

### ***Financial Aid***

The Guaranteed Student Loan Program permits a student who is recommended by the College to borrow from a bank or other financial institution. Such a loan is guaranteed by the federal government, and interest on the loan is paid by the government while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in the College. Applications for this loan may be obtained at the Office of Scholarships and Financial Assistance in Johnson Hall or through the College Foundation, Inc., Box 12100, Raleigh, NC 27605.

### ***Scholarships and Tuition Grant***

Two scholarship funds provide financial assistance to students in the Master of Business

Administration Program. Information about these scholarships may be obtained from the Coordinator of the M.B.A. Program.

(1) The Shearon Harris Scholarship Fund was established in memory of Mr. Harris by his family to express a commitment to church-related higher education and to perpetuate his interest in Meredith College students.

(2) The Wyford Scholarships are made possible by a bequest from Ms. Louise Ledford Wyatt, a Meredith graduate of the class of 1930. The Wyford Scholarship Fund was established in memory of her husband, Commander Guy E. Wyatt; her mother, Mrs. Bess J. Hord; and her father, John Ferris Ledford.

A tuition grant of \$100 for each three-hour course is available to teachers enrolled in a Master of Education or a Master of Music Education degree program. Students must be under contract in a secondary or elementary, public or private North Carolina School System. In order to verify this status, the principal of the school must complete a form and return it to the accounting office.

The A.J. Fletcher Foundation offers fellowships to graduate students in music. Information about these fellowships may be obtained from the coordinator of music graduate studies or the music office.



# ACADEMIC POLICIES

## *Inclement Weather*

The professor should inform each class in writing of his/her inclement weather policy.

## *Grading*

Each professor is responsible for evaluating a student's performance in class. Using the official grading system (given below) the professor decides the weight allotted to each aspect of the student's work in the course. It is the obligation of the professor at the beginning of each semester to explain the various components of the grading in the course and the procedure by which the final grade is determined. When an individual student raises a question about her grade, she should be dealt with openly and fairly. A student should have the opportunity to examine assignments she submits and to understand the mark assigned to it. Each professor should be willing to discuss any grade with the student and must make it clear that if the student is still not satisfied, she may consult with the head of the department and then with the Dean of the Graduate School.

Grade Report Rosters will be sent to each professor near the end of each term. The professor will enter the final grades and return the rosters to the Graduate office. Grades should be reported within three working days after the final exam is given.

The following grading system applies to all graduate courses:

A	Excellent
B	Satisfactory
C	Low Passing
F	Failure

W	Withdrawal
WP	Withdrawal-Passing
WF	Withdrawal-Failing
I	Incomplete
Z	Interim grade
Au	Audit

The "I" grade is given when a student and a professor have agreed that, for good reason, the student cannot complete the course on time. The professor sets forth the requirements for completing the course during the next semester. These requirements should be clearly understood by both the professor and the student. An agreement between the professor and the student, relative to the work to be completed and the time it must be submitted, must be filed in the Graduate Office. All work must be completed no later than the final class day of the following semester or the grade becomes an F.

A "Z" grade will be assigned for a course that extends beyond a normal grading period. When the course is complete, the professor submits the grade to the Graduate Office.

An "N" grade will be assigned at the discretion of the Graduate Office when a grade roster has not been turned in by a professor. There must be a grade for each student in every course before the grade processing can begin. There are instances when the processing must start before all grades have been reported, and in these cases the "N" grade will be assigned for any missing grade.

## *Grade Changes and Corrections*

A professor may make grade changes in consultation with the Dean of the Graduate School. Grades may not be changed later than the last

class day in the semester following the term during which the course was taken. After a grade has been given, the grade cannot be changed on the basis of additional assignments completed after the semester is over. (Does not apply to an "I" grade.)

### *Transfer Credit*

Requests for transfer of graduate credit from another institution will be evaluated by the department. Requests for transfer of credit should be accompanied by an official transcript and course descriptions. Only six hours of transfer credit may be applied to a graduate degree program at Meredith College. All transfer courses must carry a grade of B or better.

### *Auditing a Course*

A student who wishes to change grading for a course from letter grade credit (A-C) to audit must submit a completed drop/add form, signed by her professor and adviser, to the Graduate School Office within the first 12 hours of instruction in the course. A 50-minute class is considered as one hour of instruction.

### *Adding/Dropping a Course*

A student may add a course or change sections only during the first three hours of course instruction, and only if space is available in the class and with the consent of the professor. A 50-minute class is considered as one hour of instruction. Drop/Add Forms must be signed by the student, her professor, and her adviser, and be submitted to the Graduate School Office.

A student may drop a course and receive a grade of W through the first 12 hours of instruction. A student may drop with a grade of WP or WF up to the point at which six hours of instruction remain. (This policy is based on a three-hour course and would be adjusted for a course granting fewer hours; a 50-minute class is consid-

ered as one hour of instruction). Drop/Add forms must be signed by the student, her professor, and her adviser, and be submitted to the Graduate School Office.

### *Withdrawal from Program*

A student who wishes to withdraw permanently from a program must submit an official withdrawal form, signed by her adviser, to the Graduate School Office.

When a student exceeds the six-hour limit of C grades, she is dropped from the program. She may file a written appeal of her dismissal with the Dean of the Graduate School. If she is readmitted, she must repeat all courses with grades of C or below in excess of the six-hour limit, and she must meet other requirements specified by the Dean of the Graduate School.

### *Retention*

If a graduate student receives an F grade, her status is automatically reviewed by the department. She will be notified within 10 working days if she will be allowed to continue the program, and of the specific conditions of continuation, if applicable. A student may appeal the decision in writing to the Dean of the Graduate School.

### *Refunds*

If the graduate student withdraws from courses before the end of a semester, she is responsible for the following percentage of the full semester tuition:

During the first three class hours of instruction	0%
After three class hours and up to six class hours	20%
After six class hours and up to 12 class hours	40%
After 12 class hours	100%

This schedule is based on a three-semester-credit-hour course, and a 50-minute class is considered one hour of instruction. If a student has not paid the full tuition for the semester, she will be billed according to the requirements above.

### *Interrupted Study*

A student who wishes to interrupt her graduate study for at least one semester should notify her adviser of her intent by signing a leave of absence form. She may later return to the program with the same status she held at the time of her departure and under the same catalogue. This policy does not change the six-year time limit (starting when she entered the program) required for completion of the graduate degree.

### *Special Studies*

Special Study options are designed to add flexibility to the curriculum and to provide professors and students the opportunity to experiment within the limitations of a tight curriculum. This category includes individual study, special topics, off-campus study (foreign and otherwise), and community internships. Members of the faculty or students who wish to use this category must obtain the approval of the head of the department, the adviser, and the Dean of the Graduate School.

### *Academic Advising*

After an initial meeting with the program coordinator, each graduate student will be assigned an academic adviser in her department who will assist her in planning her program of study from beginning to completion.

### *Filing for Graduation*

A student must file for graduation in the Graduate Office and pay a \$50 graduation fee. Those who plan to graduate in May or August

must file by Dec. 1; graduates in December must file by May 1.

### *Commencement*

Commencement is held in May of each year. August and December, as well as May graduates, are encouraged to participate in the commencement activities. No student may take part in commencement unless all degree requirements have been fulfilled.

### *Degree Requirements*

The following information applies to all students who receive the master's degree from Meredith College:

- (1) A student may not apply more than six hours of C grades toward her degree.
- (2) A student is expected to complete requirements for her degree within six calendar years. Under unusual circumstances, she may request an extension. The request must be made to the Dean of the Graduate School and be endorsed by the department.
- (3) A culminating activity, designed to integrate the knowledge, skills, competencies, and values addressed in each program, is expected of all degree candidates. Activities which meet this requirement are specified and administered by each department.
- (4) A student who has completed all coursework toward her degree, but has not completed the other degree requirements must be registered for one hour per semester. The course is numbered 800 and carries no graduate credit.
- (5) Limitations on the maximum number of undergraduate/graduate courses or hours which may be applied to the degree requirements are established by each department.

(6) A student may not apply more than six hours of transfer credit to a degree program.

(7) A student may not apply more than six hours taken at Meredith as a post-baccalaureate student toward degree requirements.

(8) A student may not apply more than six hours of CRC credit to a degree program.

(9) All prerequisites must be completed with a grade of C or better.

# MASTERS DEGREE PROGRAMS

*At*

**MEREDITH**  
COLLEGE  
*The John E. Weems Graduate School*

# MASTER OF BUSINESS ADMINISTRATION

THE MASTER OF BUSINESS ADMINISTRATION program at Meredith College is designed to provide advanced study for women who are currently in management or administrative positions or who aspire to such positions. An applicant must have graduated from an accredited college or university at least two years prior to admission or demonstrate readiness for graduate work. The primary purpose of the program is to provide women with business knowledge and managerial skills that are essential for successful functioning in business, industry, or government. This professional degree enables women to make greater contributions to their organizations, to advance in their careers, and to obtain increased job satisfaction.

Specific objectives of the program are as follows:

- (1) To improve analytical, problem-solving, communication and decision-making skills
- (2) To integrate business experience with current theories of management and to explore new business concepts in marketing, economics and accounting
- (3) To analyze alternative solutions to business problems involving social, legal, economic, political and ethical factors
- (4) To develop techniques for meeting the challenge of changing technology and management innovations.

All graduate classes are taught in the evening. For those students who did not major in business as undergraduates, the prerequisites are frequently available either in the day or in the evening.

Classes are usually held in the Shearon Harris Building.

As changes are made in the Master of Business Administration program, adequate notice will be given to enrolled students.

## *Application Procedures*

After submitting the application form for graduate school and the application fee, an applicant must submit the following materials to the Graduate School Office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university, plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. An official report of the applicant's scores from the Graduate Management Admission Test (GMAT). A minimum GMAT score of 350 is required.
3. Two letters of recommendation from people with knowledge of the applicant's work or ability sent to the Graduate School office.
4. Statement of business work experience.
5. International students must submit Test of English as a Foreign Language (TOEFL) scores. (See page 16 for other documents international students must provide.)

In addition, the applicant should schedule an interview with the Coordinator of the M.B.A. Program. To schedule an appointment, the stu-

dent may write or call:

Coordinator of the M.B.A. Program  
 117 Shearon Harris Building  
 Meredith College  
 Raleigh, NC 27607-5298  
 Telephone: (919) 829-8474  
 Fax: (919) 829-2898

### ***Graduate Management Admission Test (GMAT)***

The GMAT is given four times a year — January, March, June and October. Applications for the test must be submitted to Educational Testing Services prior to the date of the examination (postmark deadlines are announced by ETS). Application forms for taking the GMAT may be obtained from the Coordinator of the M.B.A. Program, the Office of Career Services at Meredith, or directly from:

Graduate Management Admission Test  
 Educational Testing Service  
 CN 6103  
 Princeton, New Jersey 08541-6103

The applicant should indicate Code No. 5410 for Meredith College on the GMAT registration form so that the College will receive a record of her test scores.

The GMAT must be taken before admission to the program, and a minimum score of 350 is required. An undergraduate GPA of 2.50 or above is required for admission. GMAT scores and undergraduate point averages are used in the following admissions formula:  $(GPA \times 200) + GMA \geq 950$ .

### ***Admission Requirements***

The M.B.A. Program utilizes two types of admission: regular and provisional. Applicants for regular admission must submit all material listed under Application Procedures. Admission status of applicants is determined according to specified criteria.

### ***Provisional Admission***

Provisional admission is granted to applicants who meet the following criteria:

- (1) submit all application materials;
- (2) lack one or more prerequisites with a grade of C or better;
- (3) have not met the minimum score of the admission formula.

A student who has not met the admission formula —  $(GPA \times 200) + GMAT > 950$  — has two options: repeat the GMAT and earn a score high enough to meet the formula, or earn a grade of B or better on her first two graduate courses, as designated by her adviser at Meredith. Students may remain on provisional status for a maximum of two years.

### ***Regular Admission***

Regular admission is granted to applicants who:

- (1) submit all application materials;
- (2) complete all prerequisite courses with a grade of C or better;
- (3) meet the admission formula.

### ***Post-Baccalaureate Admission***

Post-baccalaureate admission permits a student who does not wish to enroll as a degree candidate to take selected graduate courses. Post-baccalaureate admission is available to applicants who:

- (1) submit a post-baccalaureate application and fee;
- (2) have official transcripts of all undergraduate studies submitted to the graduate office by

respective college registrars.

If a post-baccalaureate student decides to apply as a degree candidate, she must meet all requirements for admission. She may count toward her degree only six semester hours of graduate work taken as a post-baccalaureate student.

### *Notification of Admission*

Applicants are notified of admission status by the Coordinator of the M.B.A. Program upon completion of the evaluation process. Applicants are encouraged to start the application procedure early in order that the material may be evaluated and decisions may be made promptly.

### *Prerequisites*

The following courses are prerequisites:

<i>Required Courses</i>	<i>Semester Hours</i>
Economic Principles (ECO 210, 211, or equivalent)	6
Accounting Principles (BUS 230, 231, or equivalent)	6
Basic Statistics (MAT 245 or equivalent)	3
College Algebra (MAT 110 or equivalent)	3
<b>TOTAL</b>	<b>18</b>

A student may complete prerequisites while she is classified under provisional admission, but all prerequisites must be completed with a grade of C or better.

Prerequisites may be satisfied by coursework or by examinations provided by the Coordinator of the M.B.A. Program and administered by specified faculty members in the relevant subject areas. A grade of C or better is required.

### *Program of Study*

The M.B.A. Program includes 18 hours of prerequisites and 36 hours of graduate work.

### *Graduate Courses*

A candidate for the Master of Business Administration degree must successfully complete the following 36 semester hours of graduate work:

<i>Required Courses</i>	<i>Semester Hours</i>
ECO 610 Macroeconomic Environment of the Firm	3
ECO 611 Managerial Economics	3
BUS 630 Accounting for Managerial Decisions	3
BUS 635 Managerial Finance	3
BUS 640 Management Information Systems	3
BUS 646 Management Processes and Policy	3
BUS 648 Organizational Theory and Behavior	3
BUS 649 Quantitative Analysis for Management	3
BUS 654 Legal, Regulatory and Ethical Issues	3
BUS 660 Marketing Strategy	3
BUS 699 Management Seminar	3
	<hr/>
	33
<i>Electives</i>	
BUS 690 Independent Study <i>OR</i>	3
BUS 695 Special Topics in Business	
	<hr/>
<b>TOTAL</b>	<b>36</b>

## COURSE DESCRIPTIONS

*Master of Business Administration*

### **ECO 610 Macroeconomic Environment of the Firm**

Study of the theory and practice of monetary and fiscal policies employed by the Federal Government to achieve full employment, price stability, and economic growth. The focus is on the effects of these policies on the performance of the firm and the implication of such effects on managerial decision-making. Prerequisite: Economics 210.

*3 hours*

### **ECO 611 Managerial Economics**

An analysis of the application of microeconomic theory to the decision-making process within the firm. The major thrust is on the optimal allocation of the firm's resources under perfect and imperfect market structures in product and factor markets. Prerequisite: Economics 211.

*3 hours*

### **BUS 630 Accounting for Managerial Decisions**

An approach to analysis of accounting data relevant to management decision making. Topics include budgeting, differential costs in alternative decisions, allocation of costs, cost relationships, pricing, standard costing, and performance evaluation. Prerequisites: Business 230 and 231 and Mathematics 245.

*3 hours*

### **BUS 635 Managerial Finance**

An examination of the role of financial management of the firm in short- and long-term resource planning. Emphasis is on the basic techniques utilized in financial decision making, valuing cash flows, capital structure, managing working capital, and optimal investment policy. Prerequisites: Business 231, Economics 211, and Mathematics 245.

*3 hours*

### **BUS 640 Management Information Systems**

An analysis of the types of information necessary for the manager in making effective decisions. Stress is placed on tools and techniques for computer-based information systems, internal reports, and accounting records as they contribute to the solution of decision-making problems. Relevant case studies and projects are utilized.

*3 hours*

### **BUS 646 Management Processes and Policy**

An examination of the management and organizational functions as applied to the policy formation process by decision makers. Case studies, individual and group projects, and simulation are used to provide realistic interpretation of the subject matter.

*3 hours*

### **BUS 648 Organizational Theory and Behavior**

An intensive investigation of human behavior in organizational settings that stress the impact of motivation and leadership by decision makers on individuals and groups. Topics considered are organization, design, conflict resolution, attitude change, and concept of power. This is accomplished by extensive use of case studies, theoretical models, and role play. Prerequisite: BUS 646

*3 hours*

### **BUS 649 Quantitative Analysis for Management**

Examination of the theory and practice of various mathematical techniques that may be used to support managerial decisions. Topics include statistics, decision theory, inventory control, linear programming, simulations, and others. Prerequisites: Mathematics 110 and 245.

*3 hours*

**BUS 654 Legal, Regulatory and Ethical Issues**

An evaluation of the legal, political and regulatory systems as they affect business. Consideration is given to a study of legal structure, federal and state regulations, and the ethical responsibility of business.

*3 hours*

**BUS 660 Marketing Strategy**

An analysis of the marketing management decision process with particular emphasis on market opportunity analysis, strategy development, planning and the integration of marketing with overall corporate strategy.

*3 hours*

**BUS 690 Independent Study**

A problem selected by the student, approved by the Head of the Department of Business and Economics, and developed with the guidance and direction of a faculty member. The approval form must be signed by the Department Head, Director of M.B.A. Program, and Dean of the Graduate School. Activities include research (primary or library), reading, and conferences with the faculty member.

*3 hours*

**BUS 695 Special Topics in Business**

An examination of significant issues, theories, and practical problems in the areas of management, finance, marketing, accounting, or economics. The specific topic for a given semester and the course content are selected to meet student interest and need.

*3 hours*

**BUS 699 Management Seminar**

A capstone study which examines executive-level policy and decision-making processes in setting goals, determining objectives, and developing/implementing action plans. The course emphasizes tactical and strategic planning through the use of relevant problems and case

studies that include social, ethical, political, financial and economic factors. Prerequisite: Completion of 24 hours of graduate courses including BUS 646.

*3 hours*

**COE 600**

A cooperative Educational experience with companies and agencies approved by the Office of Career Services and the student's academic adviser. Participating students are supervised by an adviser assigned by the department. This course may be taken on multiple occasions. Credits will be in addition to the requirements of the program. A student must be enrolled for at least one graduate course in the semester in which she is enrolled in a cooperative experience. Prerequisite: Three semester hours of graduate credit at Meredith.

*3 hours*

# MASTER OF EDUCATION

THE GOAL OF THE MASTER OF EDUCATION degree program is to provide curricula for the continuing professional development of the elementary school educator who has a baccalaureate degree and who has a North Carolina Class A teaching certificate in elementary education.

The program is structured to encourage extensive reading, independent thinking, and appropriate research. Classes are scheduled in fall and spring semesters and in the summer so the full-time teacher can continue both her professional service and her professional career development through graduate study.

Specific objectives of the program are as follows:

- (1) extend the teacher's understanding of the purpose and role of education in the elementary grades;
- (2) extend the teacher's understanding of the nature of the learner and learning process;
- (3) assist the teacher in gaining greater insights and skills in the use of the techniques of research and in designing and carrying out research projects;
- (4) extend and deepen the teacher's ability to work effectively with the content areas of the school curriculum;
- (5) provide for concentrated study in one or more of the instructional areas of the school curriculum.

## *Application Procedures*

After submitting the application form for grad-

uate admission and the application fee, an applicant must submit the following materials to the Graduate School in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended. The applicant's undergraduate quality point ratio is expected to be 2.5 or better on a scale of 4.0.
2. A copy of the applicant's North Carolina Class A teaching certificate.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). A minimum score of 35 is required for admission.
4. Letters from two professional educators in elementary education recommending that the applicant be admitted to graduate study in elementary education at Meredith College. It is the responsibility of the applicant to ask the references to write directly to the Graduate Office.

Prospective applicants who wish to discuss the application process or the graduate study program may make an appointment for an interview by calling or writing:

Department of Education  
Ledford Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8315

## *Miller Analogies Test (MAT)*

The applicant is required to take the Miller

Analogy Test prior to her admission. For additional information on the MAT, contact:

The Psychology Department at North Carolina State University. For information, telephone and registration call the MAT clerk at (919) 515-2251 between 8:00 a.m. and 5:00 p.m. Monday through Friday.

### *Certificate Renewal*

A student who has a baccalaureate degree from a regionally accredited college or university and who has a North Carolina public school certificate may enroll in graduate school without applying for admission and use the graduate credit earned to renew the North Carolina public school certificate. It is the responsibility of the individual to secure prior approval from the State Department of Public Instruction for the courses taken.

A student who wishes graduate credit for this coursework must file an application for post-baccalaureate study and submit transcripts of all undergraduate work. These transcripts must be sent directly from the applicant's college or university to the Graduate School Office. A student who receives post-baccalaureate admission may later apply for regular admission and apply up to six semester hours of the credit earned as a post-baccalaureate student to meet the requirements for the Master of Education degree.

### *Certification*

The student who completes the Master of Education Degree program will be recommended for a North Carolina Class G teaching certificate in elementary education. Students completing the reading emphasis module will be recommended for a North Carolina Class G teaching certificate in reading.

### *Program of Study*

A candidate for the Master of Education in ele-

mentary education must successfully complete a minimum of 33 semester hours of graduate work and pass comprehensive written and oral examinations.

The program of study has three components: (1) a core of five required, three-semester-hour courses; (2) an emphasis of a minimum of four, three-semester-hour courses, plus one three-semester-hour course from outside the department and; (3) required individual study of one three-semester-hour independent study or one six-semester-hour thesis.

<i>Required Core Courses</i>	<i>Semester Hours</i>
EDU 600 Curriculum Development	3
EDU 610 Advanced Educational Psychology	3
EDU 620 Philosophy of Education	3
EDU 630 Educational Research	3
EDU 670 Reading: Past, Present, Future	3
Total Required Core Hours	15

<i>Required Individual Study (select one)</i>	<i>Semester Hours</i>
EDU 640 Independent Study (includes supervised internship or field experience)	3
EDU 650 Thesis (includes supervised internship or field experience)	6

Required Course Outside Education Department	3
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<i>Required Emphasis Study (Broad Curriculum Emphasis)</i>	<i>Semester Hours</i>
EDU 671 Reading Across the Curriculum	3
HIS 520 History of North Carolina	3
MTE 510 Topics in Mathematics for the Elementary School Teacher	3

PSY 501 Special Topics in Education: Human Development	3	EDU 672 Assessment of Reading Competencies	3
PSY 502 Special Topics in Education: The Exceptional Individual	3	EDU 673 Diagnostic/Prescriptive Reading Instruction	3
PSY 530 Memory, Language and Cognition	3	EDU 674 Clinical Application of the Reading Process	3
MUS 506 Computers and Music	1-2		
Additional graduate courses approved by the student's adviser.		Total Required Core, Emphasis, and Individual Study	33
Total Required Emphasis Study Hours	12		
<i>Comprehensive Examinations</i>			
<i>Mathematics Emphasis</i>	<i>Semester Hours</i>	Upon the completion of all courses and research, students must pass a comprehensive written examination on the core courses. The student who elects Education 640 as her research must pass an oral examination on all coursework including her independent studies. The student who elects Education 650 as her research will defend her thesis before the thesis committee. All comprehensive examinations will be adminis- tered during the semester in which the student expects to receive the degree. A student who has completed all coursework and wishes to take only her comprehensive exams during a semester must enroll in EDU 800 Comprehensive Exams.	
MTE 510 Topics in Mathematics for the Elementary School Teacher	3		
MTE 511 Topics in Geometry for the Elementary School Teacher	3		
MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher	3		
MTE 610 Directed Study in Mathematics for the Elementary School Teachers	3		
MTE 611 Directed Study in Computer Science for Elementary School Teachers	3		
<i>Reading Emphasis</i>	<i>Semester Hours</i>		
EDU 671 Reading Across the Curriculum	3		

## COURSE DESCRIPTIONS

*Master of Education*

**EDU 600 Curriculum Development**

A study of the principles, techniques, trends and innovations in curriculum construction and revision. The historical background, techniques of curriculum development, and the implications of social, philosophical, factors in curriculum planning and organization will be investigated. An emphasis will be placed on the use of tech-

niques and practices to improve instruction through curriculum development. (Fall)

## **EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology designed to review current research on the physiological

and neurological development of children and the implications for optimum learning in the classroom. Emphasis will be placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology.

*3 hours*

#### **EDU 620 Philosophy of Education**

A study of the development of philosophical thought and practice and its concomitant influence on the development of education in the western world from ancient to modern times. The course includes an analysis and interpretation of the major philosophical influences in American education today. (Fall, even-numbered years)

*3 hours*

#### **EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized. (Spring, even-numbered years.)

*3 hours*

#### **EDU 640 Independent Study**

An in-depth student-initiated project including annotated bibliographies and short papers. Regularly scheduled conferences and field supervision by the research director are an integral part of the course.

*3 hours*

#### **EDU 650 Thesis**

The student will research, write and defend orally the results of an in-depth examination of a departmental approved topic. Regularly scheduled conferences and field supervision by the

research director are an integral part of the course.

*6 hours*

#### **EDU 670 Reading: Past, Present, Future**

An in-depth study of the methods, materials and basic research in developmental reading. Emphasis is given to applying appropriate research and modern technology while critically evaluating issues, trends and research in the field of reading. Students are required to plan, initiate and evaluate action research in reading within the school setting. Students acquire skills necessary to: assist the school in assessing, planning, implementing and evaluating in-school reading programs; assist the school in interpreting the school reading program to parents and to the public school.

*3 hours*

#### **EDU 671 Reading Across the Curriculum**

An in-depth study of the reading process as it relates to the different areas in the curriculum. Emphasis is given to developing, evaluating, selecting and adapting instructional media to meet the needs of content area students. Applications of study aids, SQ3R and DRTA, available technology will be made.

*3 hours*

#### **EDU 672 Assessment of Reading Competencies**

An in-depth study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic and corrective techniques. Emphasis is given to identifying patterns of behavior which may indicate physical, social, emotional or intellectual impairments that affect the student's progress in reading. Students are required to assess reading strengths and weaknesses of clients in a clinical situation and compile and report the information obtained. Students select, administer and interpret norm- and criterion-referenced reading and achievement tests.

*3 hours*

**EDU 673 Diagnostic/Prescriptive Reading Instruction**

An in-depth study of the various ways of meeting the needs of individuals and groups by prescribing reading instruction based upon diagnosis of strengths and weaknesses and knowledge of methods and materials. Emphasis is given to developing study guides, modifying test material, locating supplementary materials, organizing and supervising reading programs. Students are required to use diagnostic information with participants in a clinical situation.

*3 hours*

**EDU 674 Clinical Applications of the Reading Process**

In-depth advanced tutoring experiences which interrelate reading, other areas of the language arts, and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading programs for students, formal and informal continuous diagnosis, the selection and use of a variety of materials, record keeping, instructional procedures, and reporting of diagnostic procedures and the progress of students. Students are required to tutor in a clinical situation which will include developmental, corrective, functional and recreational reading, as well as the use of available technology. The video taping of one clinical tutoring session is required. Regularly scheduled conferences and field supervision by the course instructor are an integral part of the course.

*3 hours*

**HISTORY**

**HIS 520 History of North Carolina**

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

*3 hours*

**MATHEMATICS EDUCATION**

**MTE 510 Topics in Mathematics for the Elementary School Teacher**

An examination of topics related to the elementary mathematics curriculum from a problem solving perspective. Topics included are the real number system, geometry, estimation, measurement (particularly the metric system), probability and statistics. The heuristics of problem solving are applied within each of the topics studied. Activities involving problem solving are included to demonstrate the processes used.

*3 hours*

**MTE 511 Topics in Geometry for the Elementary School Teacher**

An examination of topics in geometry that provide background for the early childhood and intermediate mathematics curriculum. The study of the relationships of plane geometric figures include measurements, congruences, similarities and transformations. Coordinate geometry is used as a basis for studying the real number system. Plane geometric figures are combined to form space figures in order to study measurement and relationships in three dimensions

*3 hours*

**MTE 512 Algebra and Analytic Geometry for the Elementary School Teacher**

Topics from elementary algebra including applications of algebra both outside of mathematics and in the context of analytic geometry. The goals of the course will be to strengthen the algebraic and problem-solving skills of the student and to provide her with an appreciation of how the four arithmetic operations are extended and amplified in the practice and application of mathematics. Prerequisite: strong background in high school algebra.

*3 hours*

**MTE 610    Directed Study in  
Mathematics for Elementary  
School Teachers**

Individualized study in mathematics. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

**MAT 611    Directed Study in Computer  
Science for Elementary  
School Teachers**

Individualized study in computer science. Course requirements include both classroom experiences and an independent study component. May be repeated more than once for additional credit with adviser's permission.

*3 hours*

**PSYCHOLOGY**

**PSY 502    Special Topics in Education:  
The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded and emotionally disturbed; persons with speech, hearing, visual and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*

**PSY 530    Memory, Language and  
Cognition**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem-solving. (Fall)

*3 hours*

# MASTER OF MUSIC PERFORMANCE AND PEDAGOGY

THE MASTER OF MUSIC IN PERFORMANCE AND Pedagogy is an advanced degree for the studio teacher, performer, or church musician. Its intensely practical focus is on excellent teaching, developed through the art of research. The graduate student gains teaching experience through the Meredith College Department of Music and local private studios and performing experience through the many recital opportunities at Meredith and in the local community.

Instruction and advising are highly individualized at Meredith. In addition to private lessons in applied music, many graduate music courses are taught individually or in small groups.

Specific objectives of the program are to enable the student to:

- (1) Perform advanced literature well, in a variety of situations;
- (2) Continue growth in all music-related areas through research skills;
- (3) Develop teaching skills to the maximum by using a variety of techniques to teach students of all abilities and ages;
- (4) Develop and use an advanced knowledge of music literature, history, theory and pedagogy.

Completion of the Master of Music in Performance and Pedagogy normally requires a minimum of four regular semesters and one summer session.

Classes for the program are held in the Wainwright Music Building.

Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee might be

charged by the accompanist.

As changes are made in the program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

## *Admission*

Admission to the program is limited to women who hold a baccalaureate degree in music.

## *Application Procedures*

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Graduate Office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. Two letters of recommendation from present or former teachers. If former teachers are not available, colleagues familiar with musical skills are appropriate. It is the responsibility of the applicant to ask the references to write directly to the Graduate Office.
3. An official report of scores on the music section of the Graduate Records Examination (see next page).
4. International Students must submit scores on the Test of English as a Foreign Language (TOEFL).

In addition, the Department of Music requires the following:

1. Music Data Form, with information about previous study and general statement of the applicant's goals.
2. An audition and an interview; both are essential parts of the application procedure.
3. Diagnostic tests in theory and history (see Prerequisites below).

### *Audition*

The student performs about 20 minutes of music, performing at least three pieces of contrasting character from different historical periods. The difficulty of the music should be comparable to undergraduate senior level, as described in the Meredith undergraduate catalog.

The student will sight-read some representative scores of easy to moderate difficulty. She will have an opportunity to discuss her background and experience with members of the faculty.

To obtain information or further details of audition requirements for specific instruments or voice, or to schedule an audition or interview, contact:

Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8536

### *Graduate Record Examinations (GRE)*

Before the applicant receives regular admission, scores must be on file for the Music test of the Graduate Record Examination (GRE). The Music test is given four times a year. Information on test dates and centers is available from the Office of Career Services at Meredith College or directly from:

Graduate Record Examination  
Educational Testing Service  
CN 6000  
Princeton, New Jersey 08541-6000

A student should indicate Code No. R-5410-6 (Meredith College) and Department 19 (Music), on item 13 of the GRE registration form.

### *Prerequisites*

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. The student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Graduate Paper, Lecture-Recital, or Graduate Recital may be undertaken. Arrangements to take the diagnostic tests are made through the Music Office.

A student who performs music less advanced than undergraduate senior level on the audition will study applied music at the level appropriate to her advancement until she achieves satisfactory performance of this level music for at least one semester. Determination of level will be made by the faculty in the principal applied study at the end of each semester.

### *Program of Study*

A candidate in Performance and Pedagogy must successfully complete a minimum of 32 semester hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>		
MUA 500, 600 Principal Applied Study at Graduate level	10	MUS 696 Graduate Paper	1
MUS 620 Readings in Pedagogy	2	MUS 612 Lecture-Recital	1
MUS 621 Practicum in Pedagogy	2	MUS 690 Graduate Recital	1
MUS 622 Selected Topics in Pedagogy	2	Total Hours	32
MUS 594 Seminars in Music Literature (two)	4		
MUS 514 Literature of the Principal Applied2		Foreign language proficiency for voice majors: students whose principal applied study is voice will be required to demonstrate proficiency at the intermediate level in French, German and Italian.	
MUS 595 Seminars in Theory (two)	4	Upon completion of all other requirements, students must pass comprehensive written and oral examinations.	
MUS 610 Basic Research in Music	3		

## COURSE DESCRIPTIONS

### *Master of Music — Performance and Pedagogy*

#### APPLIED MUSIC

##### **MUA 500, 600\*** Principal Applied Study

Studio instruction in the major instrument or voice, at a level of repertoire and skills beyond those required for baccalaureate degrees. For two to three hours' credit per semester, the student receives the equivalent of a 60-minute lesson (or two 30-minute lessons) per week. She practices a minimum of five hours per week for each hour of credit. In addition, weekly repertoire classes are required. Determination of level is made at jury examinations conducted at the end of each semester. In order to complete degree requirements, the student must achieve 600 level for at least two semesters (a minimum of four hours' credit at 600 level).

*2-3 hours*

#### PEDAGOGY

##### **MUS 620** Readings in Pedagogy

Prescribed readings, both pedagogical methods and repertoire, in the applied study. Instrumentalists will demonstrate literature from a repertoire reading list; singers will prepare repertoire lists appropriate for students at various levels of development.

*2 hours*

##### **MUS 621** Practicum in Pedagogy

Supervised teaching of at least three students, varying in ability, experience and age. The course includes a studio internship with a Meredith faculty member on a weekly basis.

*2 hours*

##### **MUS 622** Selected Topics in Pedagogy

Guided study of appropriate topics. For example, pianists may focus on group teaching techniques; singers, on diction, accompanying,

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\* There are additional charges for applied music lessons.

ensemble problems; organists, on basic organ pedagogy; violinists, on Suzuki techniques.

*2 hours*

papers are written on various topics as exercises. Normally, two papers with bibliography will be written. This course is offered only in summer session.

*3 hours*

#### MUSIC LITERATURE

##### **MUS 594 Seminar in Music Literature**

Research in topics in music literature, history or performance. Different topics (selected by the instructor, the class, or individual students) will be studied each semester. Required on two occasions for the Master of Music candidate.

*2 hours*

##### **MUS 696 Graduate Paper**

Based on research techniques of MUS 610, the student will write a paper on a topic to be approved by her assigned faculty committee. The topic may be chosen from these or other areas: literature of the principal applied study, musicology, theory, pedagogy, performance, interpretation. Prerequisite: MUS 610 and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the paper will be assigned by the department head. Two additional committee members will be selected to read the paper and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the Graduate Paper are available in the music office.

*2 hours*

##### **MUS 514 Literature of the Principal Applied**

A chronological study of principal repertoire for the student's major instrument or voice. Detailed attention, when appropriate, to compositional schools or examples important to the individual student. Analysis of selected examples; student and faculty performances of representative compositions.

*2 hours*

#### RECITALS

#### THEORY

##### **MUS 595 Seminar in Theory**

Research in areas of theory, such as counterpoint, form and analysis, period styles, electronic music, computer applications, systems of analysis and composition. Different topics will be studied each semester. Required for two semesters for the Master of Music candidate.

*2 hours*

#### RESEARCH

##### **MUS 610 Basic Research in Music**

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research

##### **MUS 612 Lecture-Recital**

A public presentation that combines research and performance, lasting about 45 minutes. The topic will be approved by the student's principal applied instructor and her assigned faculty committee. A document in the form of a program and/or a handout will be presented at the lecture-recital. To be presented no later than the semester following five hours of graduate credit in the principal applied study. Prerequisite: MUS 514, Music 610, and successful completion of all portions of the diagnostic tests in theory and music history. Pass-fail grading.

*1 hour*

##### **MUS 690 Graduate Recital**

A public performance, usually from memory, lasting about 60 minutes, which demonstrates

work at 600 level in the student's major instrument or voice. To be given no earlier than during the last three hours of required study in the principal applied. Pass-fail grading.

*1 hour*

#### ENSEMBLES

**MUS 534 Choral Ensemble**

**MUS 536 Accompanying**

**MUS 537 Instrumental Ensemble**

**MUS 538 Orchestra**

#### **MUS 800**

Students who are not registered for any course or applied study during a given semester must register for Music 800 in order to be considered active in the program. A pass-fail grade will be given at the end of the semester for the course.

# MASTER OF MUSIC MUSIC EDUCATION

THE MASTER OF MUSIC IN MUSIC EDUCATION IS an advanced degree for teachers which provides curricula for the continuing professional development of music specialists who have a baccalaureate degree and a North Carolina Class A teaching certificate in music education.

Specific objectives of the program are to enable the student to:

- (1) Broaden her understanding of the role of music education in society;
- (2) Develop an understanding of the physical and psychological parameters of music and their influence on music learning and perception;
- (3) Extend her ability to work effectively with the music program and its integration into the total school curriculum;
- (4) Gain greater insight and skills in the use of techniques of research, in designing music projects, and in carrying out research projects;
- (5) Develop her particular interests through concentrated study in choral and/or general music education.

The student in the graduate program will demonstrate intellectual ability and professional expertise as well as a high degree of musicianship. She is expected to exhibit a deep commitment to graduate study and development in the profession.

Classes for the program take place in the Wainwright Music Building. Voice and instrumental students need to secure the services of an accompanist in consultation with their applied instructor. A fee might be charged by the accom-

panist.

As changes are made in the Master of Music program, adequate notice will be given to enrolled students to enable them to complete degree requirements without hardship.

## *Application Procedures*

Prospective students should meet with the Coordinator of the Music Education Program before applying for admission to the program.

After submitting the application form for graduate admission and the application fee, the applicant must submit the following materials to the Graduate Office in support of the application:

1. An official baccalaureate degree transcript mailed directly from a regionally accredited college or university plus official transcripts from all other post-secondary institutions the applicant may have attended.
2. A copy of the applicant's North Carolina Class A teaching certificate in music education.
3. An official report of the applicant's scores on the Miller Analogies Test (MAT). Please see page 29 for information about administration of the MAT.
4. Two letters of recommendation from persons who are familiar with the candidate's competence in the field of music education sent to the Graduate School office.
5. An interview with members of the faculty.

To obtain information about departmental admission requirements or to schedule an inter-

view, contact:

Department of Music  
Wainwright Music Building  
Meredith College  
Raleigh, North Carolina 27607-5298  
Telephone: (919) 829-8536

### **Prerequisites**

Entering graduate students must take departmental diagnostic tests in theory and in history of music before formal admission into the program or before the completion of two semesters of graduate study at Meredith. A student who scores lower than 75 percent on any test will normally take the appropriate undergraduate course(s) in the area(s) of weakness, and must achieve a minimum grade of B. In some cases, a student may remove deficiencies by study on her own and may be re-examined to achieve the minimum score of 75 percent. Information on specific competencies tested is available in the Music Office. Satisfactory completion of the diagnostic tests must be accomplished before work on the Individual Project in Music Education or the optional thesis may be undertaken.

Arrangements to take the diagnostic tests are made through the Music Office.

### **Program of Study**

Students in Music Education will successfully complete a minimum of 32 hours of graduate work.

<i>Required Courses</i>	<i>Semester Hours</i>
<i>Music Education</i>	
MUS 624 History and Philosophy of Music Education	3
MUS 625 Selected Topics in Music Education (three two-hour courses)	6
MUS 694 Individual Project in Music Education	2

<i>Education</i> EDU 610 Advanced Educational Psychology EDU 630 Educational Research	<i>Music Courses</i> MUA Applied Music MUS 502 Advanced Conducting MUS 506 Computers and Music (or demonstrated computer literacy, with music applications) MUS 610 Basic Research in Music Electives in Music (may include MUS 650 Thesis, for six hours)
	3 2 0-2 2 5-7

<i>Guided Elective</i> PSY 501 Special Topics in Education: Human Development or PSY 512 Special Topics in Education: The Exceptional Individual or PSY 505 Perception or PSY 520 Memory, Language and Cognition or MUS 625A Independent Study	3 <hr/> 32
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Additional courses in music for students with a strong background in psychology, approved by the student's adviser.

Upon completion of all other requirements, students must pass comprehensive written and oral examinations.

## COURSE DESCRIPTIONS

### *Master of Music — Music Education*

#### MUSIC EDUCATION

##### **MUS 624 History and Philosophy of Music Education**

A study of music education with reference to its historical development and evolution of current philosophies, practices and problems of teaching music in contemporary society. Attention is given to the role of musical organizations in American life.

*3 hours*

##### **MUS 625 Selected Topics In Music Education**

Studies of various pedagogical topics in music education. Field work features implementation of projects in school classroom settings. Topics include:

- Music for the Exceptional Child
- Advanced Choral Methods
- Advanced Elementary Methods
- Testing Applications in Music

*2 hours*

##### **MUS 694 Individual Project In Music Education**

A culminating project designed in advance by the student and her adviser. Occurring toward the end of the program, the project gives the student an opportunity to incorporate knowledge into a cumulative experience. Means of evaluation include a written paper and a videotape prepared by the student. Field experience in the classroom is a required component.

*2 hours*

#### *Education*

##### **EDU 610 Advanced Educational Psychology**

An extension of undergraduate educational psychology and developmental psychology designed

to review current research on the physiological and neurological development of children and the implications for optimum learning in the classroom. Emphasis is placed on recent developments in learning theory, individual differences, and the assessment and control of behavior. Prerequisites: Educational Psychology and Developmental Psychology at undergraduate level.

*3 hours*

##### **EDU 630 Educational Research**

Emphasis is given to research design and methods in education, the reading and interpretation of statistical information in professional literature, and the interpretation and application of educational research. Use of library research resources, the evaluation of educational research, and an introduction to elementary statistics are emphasized.

*2 hours*

#### MUSIC COURSES

##### **MUA\* Applied Music**

Studio instruction in an instrument or voice, at the level appropriate to the student's proficiency. For one hour of credit per semester, the student receives one 30-minute lesson per week; for two to three hours' credit, she receives two 30-minute lessons per week. She practices a minimum of five hours per week for each hour of credit. Determination of level is confirmed at jury examinations conducted at the end of each semester.

*1-3 hours*

##### **MUS 502 Advanced Conducting**

A study of techniques needed to project the

\* There are additional charges for applied music lessons.

conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

*2 hours*

### **MUS 506 Computers and Music**

An introduction to basic programming with emphasis upon the development of algorithms based upon musical content. Flow charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

*2 hours*

### **MUS 610 Basic Research In Music**

A series of assignments familiarize the student with reference materials of all types necessary to conduct research in music. Assignments introduce specific problems and resources; research papers are written on various topics as exercises.

*2 hours*

### **MUS 650 Thesis (6 semester hours)**

Based on research techniques of MUS 610 and EDU 610, the student who elects the thesis option will write a major paper on a topic to be approved by her assigned faculty committee.

Prerequisites: MUS 610, EDU 610, and successful completion of all portions of the diagnostic tests in theory and music history. An adviser for the thesis will be assigned by the department head. Two additional committee members will be selected to read the thesis and determine a grade. Guidelines covering topic approval, research and writing, and evaluation of the thesis are available in the Music Office.

*2 hours*

### **MUS 800**

Students who are not registered for any course or applied study during a given semester must register for MUS 800 in order to be considered active in the program. A pass-fail grade will be

given at the end of the semester for this course.

### **PSY 501 Special Topics In Education: Human Development**

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development.

Prerequisite: Either general psychology or educational psychology.

*3 hours*

### **PSY 512 Special Topics In Education: The Exceptional Individual**

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities.

*3 hours*

### **PSY 505 Perception**

A study of the various senses and how they function. How our needs, desires, expectations and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

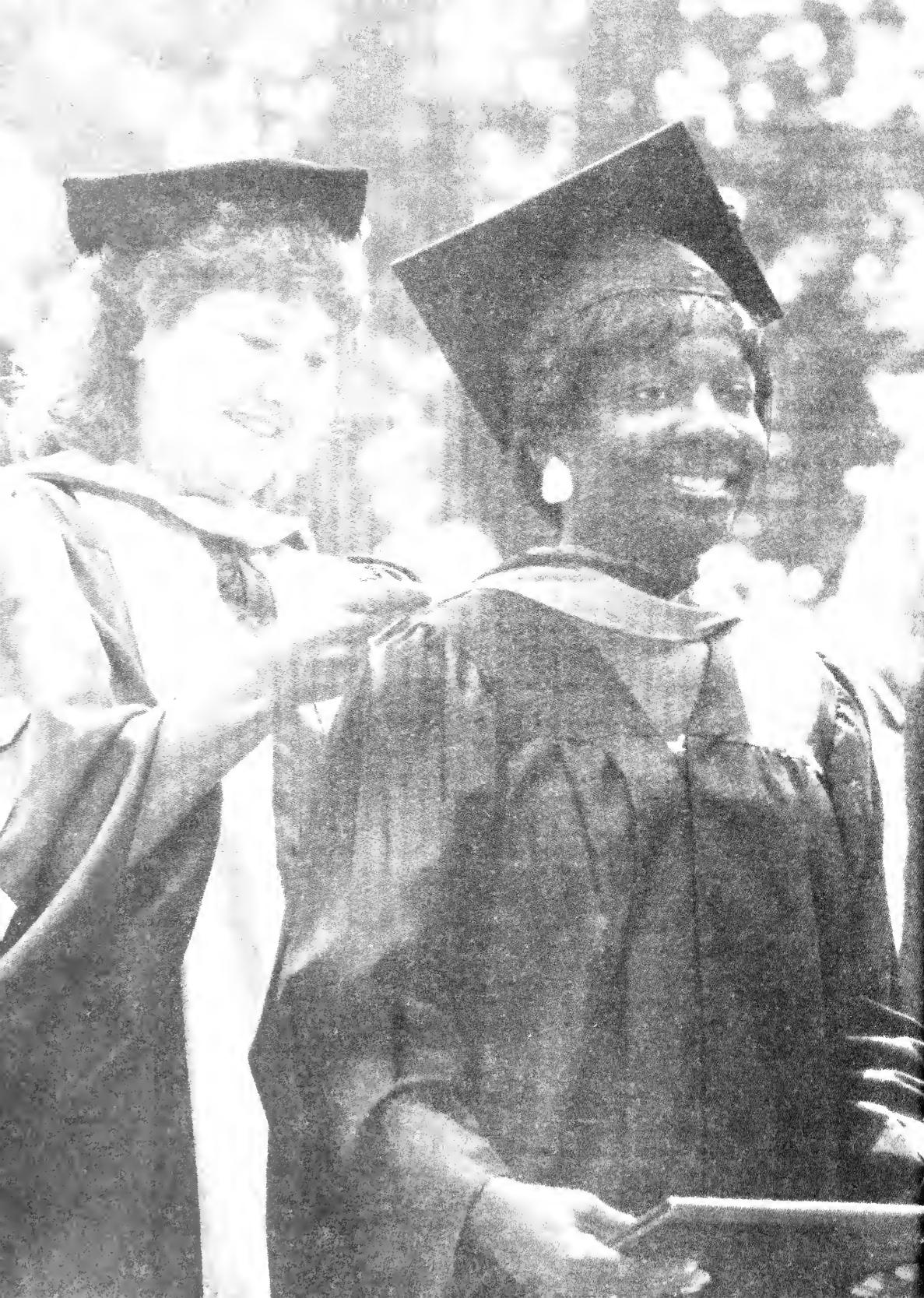
*3 hours*

### **PSY 530 Memory, Language and Cognition**

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving.

*3 hours*

*Additional electives in music may be selected from the listings in this catalog for the Master of Music in Performance and Pedagogy.*



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# GRADUATE SCHOOL DIRECTORY

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